

**ALSTON MIDDLE**  
500 Bryan Street  
Summerville, South Carolina 29483

**GRADES** 6-8 Middle School

**ENROLLMENT** 828 Students

**PRINCIPAL** Sam Clark 843-873-3890

**SUPERINTENDENT** Joseph R. Pye 843-873-2901

**BOARD CHAIR** Bufort "Bo" Blanton 843-873-8454

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	17	23	4	0

#### IMPROVEMENT RATING:

#### AVERAGE

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Good	N/A
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Average	No

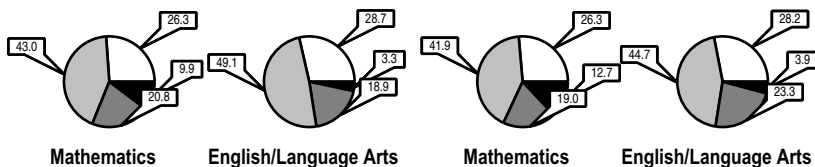
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

93.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	822	99.9	27.5	49.4	19.2	3.9	33.6	Yes	Yes
Gender									
Male	439	100.0	32.8	50.1	14.8	2.3	27.5		
Female	383	99.7	21.6	48.6	24.1	5.7	40.3		
Racial/Ethnic Group									
White	512	99.8	17.6	53.2	23.9	5.3	42.6	Yes	Yes
African-American	286	100.0	44.5	44.1	10.2	1.2	17.3	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	53.8	30.8	15.4	0.0	15.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	681	99.9	20.6	53.2	22.2	4.0	38.2		
Disabled	141	100.0	63.9	29.4	3.4	3.4	9.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	822	99.9	27.5	49.4	19.2	3.9	33.6		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	816	99.9	27.3	49.5	19.2	3.9	33.6		
Socio-Economic Status									
Subsidized meals	361	100.0	41.6	44.8	11.3	2.3	20.0	Yes	Yes
Full-pay meals	461	99.8	17.5	52.6	24.8	5.1	43.2		

Mathematics - State Performance Objective = 15.5%									
All Students	822	100.0	25.7	43.3	20.9	10.1	43.4	Yes	Yes
Gender									
Male	439	100.0	26.5	42.0	20.4	11.2	43.5		
Female	383	100.0	24.9	44.8	21.5	8.8	43.3		
Racial/Ethnic Group									
White	512	100.0	16.3	42.1	27.5	14.2	54.8	Yes	Yes
African American	286	100.0	43.3	44.5	9.4	2.8	24.0	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	23.1	69.2	7.7	0.0	15.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	681	100.0	20.3	44.5	23.4	11.8	48.2		
Disabled	141	100.0	54.6	37.0	7.6	0.8	18.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	822	100.0	25.7	43.3	20.9	10.1	43.4		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	816	100.0	25.7	43.3	21.0	10.1	43.5		
Socio-Economic Status									
Subsidized meals	361	100.0	36.5	43.2	15.2	5.2	32.6	Yes	Yes
Full-pay meals	461	100.0	18.1	43.3	25.0	13.5	51.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	297	99.7	38.3	37.2	23.8	0.8	24.5
	Grade 7	263	98.1	30.6	50.2	17.9	1.3	19.1
	Grade 8	286	99.0	37.8	46.6	14.7	0.8	15.5
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	240	100.0	33.0	43.9	18.3	4.8	23.0
	Grade 7	324	100.0	26.5	50.6	20.0	2.9	22.9
	Grade 8	270	99.6	26.7	54.2	17.1	2.0	19.1

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	297	100.0	20.7	40.2	27.2	11.9	39.1
	Grade 7	263	98.9	21.9	48.5	20.3	9.3	29.5
	Grade 8	286	99.0	29.9	47.0	15.5	7.6	23.1
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	240	100.0	18.7	41.7	24.8	14.8	39.6
	Grade 7	324	100.0	30.0	44.2	18.4	7.4	25.8
	Grade 8	270	100.0	28.2	47.6	17.5	6.7	24.2

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 828)				
Students enrolled in high school credit courses (grades 7 & 8)	22.6%	Down from 41.1%	14.7%	14.6%
Retention rate	5.2%	Down from 5.3%	2.8%	3.0%
Attendance rate	94.7%	Down from 94.8%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.1%		5.8%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.1%		5.3%	5.3%
Eligible for gifted and talented	16.3%	Up from 15.3%	17.6%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.9%	Down from 17.8%	14.7%	13.9%
Older than usual for grade	4.8%	Down from 5.8%	3.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	6.3%	Up from 5.7%	1.0%	0.9%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 57)				
Teachers with advanced degrees	63.2%	Up from 62.5%	48.3%	48.7%
Continuing contract teachers	89.5%	Up from 83.9%	87.5%	81.7%
Highly qualified teachers**	85.0%	N/A	90.7%	90.4%
Teachers with emergency or provisional certificates	2.0%		4.1%	5.3%
Teachers returning from previous year	84.8%	Up from 82.5%	88.0%	85.1%
Teacher attendance rate	92.9%	Down from 95.5%	94.8%	94.8%
Average teacher salary	\$40,313	Up 0.8%	\$41,043	\$40,566
Prof. development days/teacher	6.8 days	Down from 9.0 days	10.8 days	11.0 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	3.3
Student-teacher ratio in core subjects	20.2 to 1	Down from 20.9 to 1	22.3 to 1	21.3 to 1
Prime instructional time	87.0%	Down from 89.5%	89.5%	89.3%
Dollars spent per pupil*	\$5,818	Down 9.8%	\$5,656	\$5,821
Percent of expenditures for teacher salaries*	63.5%	Up from 60.6%	62.7%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	91.1%	Up from 86.1%	94.9%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	90.8%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Alston Middle School, located in the heart of Summerville, has a heritage of service to its students and community that reaches back nearly a century. The mission of Alston Middle School is to provide every student with the skills necessary to become productive citizens. Alston is accredited by the Southern Association of Colleges and Schools.

During the past school year, Alston's students and staff have enjoyed many successes. Our Math Counts team captured the Lowcountry Championship. The Quest team took a third place. Our 7th grade team won the District Two Quiz Bowl title. Two of the top five place winners in the District Two Spelling Bee were Alston students. Two of our teachers won a major EIA grant to improve instruction. One of our teachers was selected as the District Two Teacher of the Year. The Alston Band earned a superior rating, and six band students earned All-Region accolades. Our chorus was rated excellent. Several of our visual arts students have been recognized for their work.

Our PTSA sponsors boys' and girls' basketball and baseball. The boys' team won the District Two Championship this year. PTSA also plays a vital role in our instructional program by purchasing library books, providing snacks during PACT, supporting teachers with mini-grants, promoting the State Reflections contest and sponsoring special events for teachers and students. The Alston School Improvement Council has actively supported projects that encourage student achievement and school safety.

In order to meet the requirements of "No Child Left Behind," improve our instructional program, and meet our Adequate Yearly Progress goals, we plan to implement researched-based strategies. "Read 180" will help struggling readers. Explicit Direct Instruction Techniques will be a focus of our teachers' staff development. Small group assistance and extended learning time will be addressed by a modification in our daily class schedule to include 30 minutes of Strategies for Success. We will continue our Accelerated Reader program, monthly reading logs, events that require students to read books and pass AR tests, the AR Auction, and the Read-In. The Tiger Den computer-assisted instruction will continue to support regular instruction, and "Moving with Math" will still be used to assist students who need assistance in mathematics.

Alston has a proud history of producing successful citizens, and our aim is for this tradition to continue.

Sam Clark, Principal

Dawn Rowland, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	51	231	147
Percent satisfied with learning environment	80.4%	67.7%	81.0%
Percent satisfied with social and physical environment	88.2%	73.6%	76.4%
Percent satisfied with home-school relations	58.0%	81.1%	70.4%

\*Only students at the highest middle school grade level at this school and their parents were included.